Appendix D
Handout: Anatomy of an LDS

Key Nontechnical Steps to a Successful LDS

☐ Establish data governance early on to ensure data quality and utility.
☐ Engage a broad range of stakeholders to build interest and ensure the LDS will meet users' needs.
☐ Identify data "champions" who will build support, locate funding, and develop a culture of data use.
☐ Conduct self- and needs-assessments to clarify where you are and where you want the LDS to take your agency.
☐ Provide training on data tools and professional development on data interpretation and application.
☐ Use the data to improve education with a clearer view of educational operations and student needs.

Technical Components of an LDS

Basic

☐ Student unique identifier system
☐ Student data (enrollment, attendance, demographics, and program participation)
    □ Student-level college readiness test scores
    □ Information on untested students
    □ Student-level transcript and detailed course-taking information
    □ Student-level graduation and dropout data
☐ Annual summative assessment data links from year to year
☐ Teacher unique identifier system and ability to link teacher and student data
☐ Teacher and staff data
☐ Data warehouse
☐ Reporting and analysis tools
☐ Interoperability
☐ Portability
☐ Privacy protection
☐ Data sharing beyond K–12 ("P–20")
    □ Early childhood education
    □ Postsecondary education
    □ Workforce
☐ Data audit system to assess data quality, validity, and reliability

Expanded

☐ Interim and formative assessment data
☐ Linkage to finance data
☐ Linkage to facilities data
☐ Data sharing with Social Services
☐ Role-based stakeholder access via web-based portals
☐ Other data
☐ Geographic information system

Rough sketch of a longitudinal data system